



**Part 2.**  
**Listening**  
**Time: 15 minutes**

**You will hear a presentation given by a university student called Megan Rowlings about a forest survival course she went on in Australia. For questions 1-10, complete the sentences with a word or short phrase.**

**Survival in the forest**

It was Megan's 1) \_\_\_\_\_ who told her about the survival course.

Megan particularly appreciated the course leader John's use of 2) \_\_\_\_\_ at stressful moments.

Megan said the assistant's knowledge of 3) \_\_\_\_\_ was very useful during the course.

Megan was worried that her 4) \_\_\_\_\_ would be a problem in doing some of the tasks.

John emphasized that when it comes to safety, 5) \_\_\_\_\_ is the most dangerous reaction.

Megan's teammates were grateful for the 6) \_\_\_\_\_ which she'd brought with her.

Megan learned how to make a 7) \_\_\_\_\_ from the material found in the forest.

Megan and her group were told they should only use water from the 8) \_\_\_\_\_ for drinking.

Megan found that making a 9) \_\_\_\_\_ was hard for her.

Megan was surprised to find that the skill of 10) \_\_\_\_\_ benefited her.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>

**Part 3.**  
**Reading**  
**Time: 45 minutes**

**Task 1.**

The people below (1-5) all want to visit a city market. There are descriptions of eight markets (A-H). Decide which market would be the most suitable for the people below.

1. **Jenny** wants to buy locally-produced food traditional to the area. She needs somewhere convenient to eat, and as she's sightseeing in the city, the market shouldn't be far from local attractions.

2. **Matt** wants a market where he can get something to wear at reasonable prices, and something hot to eat. He's also keen on music, and likes finding rare recordings by different bands.

3. **Sammie** wants to visit a market after spending the day in the city. He would like to photograph a historic place, and buy a painting by someone unknown.

4. **Alexia** is looking for a really special necklace for her grandmother's birthday. She'd like to spend the whole day at the market, and wants to avoid the cold by staying inside.

5. **Ella** is looking for objects from other countries for her friends. She'd like to choose a second-hand book to read on the journey home, and wants a snack at the market, too.

1. Jenny	2. Matt	3. Sammie	4. Alexia	5. Ella

**City Markets**

<b>A</b>	<p><b>Beckfield Market</b> This market's world-famous for second-hand camera equipment and books on photography. As well as an amazing range of cameras, we have old pictures of local places of interest for you to buy, and of course the stall owners are happy to give you advice for free! Don't miss our hot soup stall in cold weather.</p>	<b>B</b>	<p><b>Rosewell Hill</b> Our market's in an amazing building that's hundreds of years old. Visitors find our late-night opening hours convenient, and there are always performers entertaining the crowds. We've recently opened more stalls specializing in pictures both from well-known artists and also those beginning their careers.</p>
<b>C</b>	<p><b>Camberwall Market</b> There's lots to see in this interesting indoor market, so it's open from morning until late, in a fantastic modern setting. Find everything from rare gold and silver jewellery to designer clothes – although the prices aren't cheap, the quality's excellent. After shopping, enjoy a meal in a nearby restaurant.</p>	<b>D</b>	<p><b>Cobbledown Road</b> A small market that's open in all weathers. Come and find something really fantastic – treat yourself or someone special! We have a wide selection of jewellery and musical instruments, produced locally by highly-skilled people, and homemade cakes to enjoy.</p>

<b>E</b>	<p><b>Oldford Lane</b> Situating in the historic city centre, you'll find a wide range of jewellery and clothes. Arrive early to avoid disappointment – bargains are found in the morning, and the stalls pack up after lunch. If the weather's good, enjoy watching the world go by, although it gets very busy in the tourist season.</p>	<b>F</b>	<p><b>Purford Market</b> Close to museums and art galleries, this is the place to buy something for lunch, as well as fresh fruit and special breads. Try the region's famous cheese – the producers are there with advice on different types. Eat on the seats situated around the market, watching the colourful scene and enjoying music from local bands.</p>
<b>G</b>	<p><b>Teddingley Market</b> Situating under historic city walls, in this busy market you'll find a huge selection of great-value new and second-hand clothes. There are also stalls offering unusual albums by international singers, often hard to find in shops. Our world-food area allows you to taste food from abroad, cooked in front of you by international chefs.</p>	<b>H</b>	<p><b>Frome Place</b> Stalls open during normal daytime shopping hours so, depending on the weather, there's plenty to entertain you the whole day. Try our sandwich bar if you're hungry, and look for an old copy of something by a favourite author. We also have gifts from all over the world.</p>

## Task 2

Five sentences have been removed from the text below. For each question (6-10), choose the correct answer. There are three extra sentences which you do not need to use. Transfer your answers onto the answer sheet.

### A new life

I used to work as a college lecturer in the north of England, running photography courses. It wasn't a bad job and I really liked my students, but I began to feel tired of doing the same thing every day. **6)** \_\_\_\_\_

I'd always loved travelling, so one weekend I typed 'international volunteering' into an internet search engine. At the top of the results page was the opportunity to go and stay on an island in the Indian Ocean, thousands of miles away, and help to protect the beaches and the sea life.

**7)** \_\_\_\_\_

I had some diving experience, and the more I talked about it, the more I wanted to do it. So I contacted the organisation. One week later they offered to send me to the island and I accepted. **8)** \_\_\_\_\_

After all, the volunteer job was only for two months during the summer holidays. I thought after I'd finished, I'd come home. As soon as I got to the island, I was sure I'd done the right thing. My first dive was incredible. **9)** \_\_\_\_\_

I felt so lucky to be able to experience that every day. In fact I loved it so much that I never came home! I've now been on the island for ten years and I have a permanent job. I'm working as a marine educator, teaching volunteers about the sea life and taking them snorkelling and diving.

My desk is a picnic table 10 metres from the best beach on the island. Of course not everything about my new life is perfect. 10) \_\_\_\_\_

However, I can't imagine going back to my old life.

6	7	8	9	10

- A. That's why I knew it was a terrible plan.
- B. I had trained in icy water in the UK so the crystal clear warm water felt amazing.
- C. They always ask lots of questions.
- D. I work far harder than I used to.
- E. I began joking to friends about sending in an application.
- F. Afterwards, some people were surprised by my decision but I wasn't too worried.
- G. I decided I needed a break.
- H. I needed to explain that first.

### Task 3

For items 11-20, read the passage below and choose option A, B, C or D which best fits according to the text. Transfer your answers onto the answer sheet.

#### The Best Guide

- (1) It's obvious that the best way to explore a city is with a friend who is courteous, humorous, intelligent and – this is essential – extremely well-informed. Failing that, and if it is London you are visiting, then the next best thing may well be Martin Priestly, former university lecturer, now a guide, who seems to bring together most of the necessary virtues and who will probably become a friend as well.
- (2) Last spring, I took a trip around London with him, along with a party of Indian journalists. Accustomed to guides who are occasionally excellent but who often turn out to be arrogant, repetitive and sometimes bossy, I was so struck by Priestly's performance that I sought him out again to see, if I could, just how the trick was done.
- (3) This time the tour was for a party of foreign students, aged anything between 20 and 60, who were here to improve their English, which was already more than passable. As the "tourists" gathered, Martin welcomed them with a kind of dazzled pleasure, as if he had been waiting for them with excitement and a touch of anxiety, now thankfully relieved. I have to say, all this seemed absolutely genuine.
- (4) Then we got on the coach and we were off. Martin sat in front, not in the low-level guide's seat, but up with the group, constantly turning round to make eye contact, to see if they understood him. Soon we're in a place called Bloomsbury, famous among writers in the early 20<sup>th</sup> century. "Bloomsbury is famous for brains," says Martin, getting into his stride. "It's a very clever place. It's not very fashionable but it's very clever." Soon after, we pass the British Museum and Bedford Square, "a great architectural showpiece," advises Martin. The comment prompted questions which led to a conversation about building, the part played by wealthy

people and how big chunks of London still belonged to them – an issue which was to re-emerge later. This was how he liked to work: themes, introduced as if spontaneously, were laid down for subsequent discussion.

(5) Suddenly the coach stopped and it was over, two and a half hours of nonstop performance, with information, observation and humour. Martin says encouragingly, “I do hope you enjoy London.”

(6) We go to a nearby café to talk. Why, I asked, had he become a guide? “Well, I used to organise a lot of courses at the university I worked for. **It** was quite stressful. But I had shown students around London and I enjoyed that. It seemed an obvious move to make. I did the London Tourist Board’s Blue Badge course – two evenings a week for two years. That was tough, especially the exam in what is known as “coaching”. You’re taught to smile but everybody had difficulty with that in the exam, when you have other things to worry about. You have to do it backwards in the coach, desperately casting your eyes about to see what is coming next, and you’re facing the tutors and the other trainees.

(7) “And you have to know so much to guide well, different places, all kinds of architecture, agriculture. What if somebody asks a question about a crop beside the road? But **some of it sticks**, you know... eventually.” He also tells me he keeps himself up to date with radio, TV and newspapers.

(8) There are several hundred other guides out there, all looking for a share of the work. I think, as we talk, that I am starting to understand why good guides are so rare. It’s a great deal harder than it looks, and it demands, for every stretch of road, an even longer stretch of study and forethought.

**11.** What do we learn about Martin in the first paragraph?

- A) He has two educational roles.
- B) He is a colleague of the writer.
- C) His job is an extension of his hobby.
- D) His job suits his personality.

**12.** The writer decided to meet Martin again to find out how he managed to

- A) win customers from other tour guides.
- B) entertain large and varied tour groups.
- C) avoid the failings of many other tour guides.
- D) encourage people to go back to him for another tour.

**13.** The tour group arrived in London

- A) to party and be entertained.
- B) to start learning English.
- C) to do a tour of London.
- D) to improve their speaking skills.

**14.** The writer notes that on meeting the tour group, Martin

- A) greeted everyone cordially.
- B) seemed as nervous as everyone else.
- C) praised everyone for their prompt arrival.
- D) checked that everyone could understand him.

**15.** When on the bus during the excursion, Martin

- A) regularly addresses his tourists.
- B) gives a lecture-like talk.
- C) sits next to the driver.
- D) never allows any questions.



## Part 4. Use of English

Time: 30 minutes

### Task 1

Read the text below and complete the gaps 1 – 11. Use only one word in each gap. Write the word on your answer sheet.

#### The origin of coins

According to the Greek historian Herodotus (484-425 BC), the Lydian people were the first to use metallic coins. In fact, these earliest coins were made out 1) \_\_\_\_\_ electrum, a naturally-occurring mixture of gold and silver. The coins were first produced in the seventh century BC with a design on 2) \_\_\_\_\_ side only; the other was marked with simple punches.

Each coin was assigned a value in units. Some coins were inscribed with names in Lydian script, but it is unclear 3) \_\_\_\_\_ these are names of kings or just of rich men who produced the coins.

4) \_\_\_\_\_ of the irregular size and shape of the coins, it must 5) \_\_\_\_\_ been difficult to tell one 6) \_\_\_\_\_ another, especially some of the smaller ones. Thus, many costs were expressed 7) \_\_\_\_\_ terms of the total weight of the coins required and transactions were completed by weighing the coins used together, 8) \_\_\_\_\_ than counting individual ones.

1	2	3	4	5	6	7	8

### Task 2

For items 9-15, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use FOUR words. Do not use short forms. Please mind both grammar and spelling.

9. I had only just arrived home when the phone rang.

**sooner**

No \_\_\_\_\_ home than the phone rang.

10. We all know that Mark was a terrible gossip.

**known**

Mark is \_\_\_\_\_ a terrible gossip.

11. Ruth knew what the outcome was after reading the book.

**read**

By the time Ruth \_\_\_\_\_, she knew what the outcome was.

12. I think a change would do you good.

**from**

I think \_\_\_\_\_ a change.

13. My skirt needs letting out.

**have**

I need to \_\_\_\_\_ out.

14. Nobody there had heard of Miss Parker.

**who**

Nobody there knew \_\_\_\_\_.



15. The decorators didn't leave too much mess when they did the job.

**with**

The decorators managed to do \_\_\_\_\_ mess.

<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>

**Task 3**

For questions 16-25, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

<p>Play is an <b>16)</b> _____ that all children take part in, whether alone or with others.</p> <p>In fact, play offers a wide <b>17)</b> _____ of benefits for children and is vital for a child's learning and <b>18)</b> _____ development.</p> <p>It is central to the formation of a child's personality and can help to increase the knowledge children need to cope with the challenges they <b>19)</b> _____ in school and at home.</p> <p>Play enables children to realise their potential and to find solutions to problems, thus allowing them to experience the <b>20)</b> _____ that success brings.</p> <p>Experts tell us that it is <b>21)</b> _____ to overestimate the <b>22)</b> _____ of play as it is probably the most effective way that children have of trying out and mastering new skills.</p> <p>By opening children's minds to <b>23)</b> _____ and imagination, play is indeed a good <b>24)</b> _____ for life.</p> <p>However, as far as children themselves are concerned, the only value of play is quite simply in the fun and <b>25)</b> _____ that it gives them.</p>					<p><b>ACTIVE</b></p> <p><b>VARY</b> <b>EMOTION</b></p> <p><b>COUNT</b></p> <p><b>SATISFY</b></p> <p><b>POSSIBLE</b> <b>IMPORTANT</b></p> <p><b>CREATE</b> <b>PREPARE</b></p> <p><b>PLEASE</b></p>	
<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>		
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>		

**Task 4**

Match the items 26-30 to the phenomena A-H. There are some EXTRA phenomena which do not match.

<b>26</b>	Underground Railroad	<b>A</b>	A private British railway company, which owned and looked after most of the railway tracks in the UK from 1996 until 2001. It was closed down by the government for not doing its job properly, for not operating the system safely, and for getting into debt.
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<b>27</b>	Samuel Langhorne Clemens	<b>B</b>	A network of houses and other places that a group of people in the US used to illegally help slaves to become free by helping them to escape to the northern US and Canada in the period before the Civil War.
<b>28</b>	Declaration of Independence	<b>C</b>	Thomas Jefferson was the author of this document.
<b>29</b>	The 13th Amendment	<b>D</b>	Benjamin Franklin was the author of this document.
<b>30</b>	Preamble	<b>E</b>	the real name of the writer Mark Twain
		<b>F</b>	the real name of the writer O. Henry
		<b>G</b>	A part of the US Constitution which ended slavery in the US after the Civil War
		<b>H</b>	A part of the US Constitution declaring the purpose of the document

<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>